|  |
| --- |
| Scenario # 1 – Beginning Teacher (BT) says students are completely out of control. |
| Scenario # 2 – BT’s principal says she will be let go if she doesn’t increase rigor. |
| Scenario # 3 – During an observation you hear BT “jiving” with students. |
| Scenario # 4 – BT tells you students just aren’t “getting” the material. |
| Scenario # 5 – BT tells you he has problems with transitions. |
| Scenario # 6 – BT is ignoring students sleeping in class. |
| Scenario # 7 – BT is taking answers only from students raising hands. |
| Scenario # 8 – BT says “I can’t teach these kids.” |
| Scenario # 9 – BT tells you students frequently say they turn in work, but he can’t find it. |
| Scenario # 10 – BT confides in you that she doesn’t feel comfortable with the curriculum. |
| Scenario # 11 – You observe students in BT’s class on cell phones during an observation. |
| Scenario # 12 – BT’s principal tells you there is little or no evidence of student engagement. |
| Scenario # 13 – During an observation you hear BT asking only low level questions. |
| Scenario # 14 – BT tells you students are lazy and don’t want to do well. |
| Scenario #15 – BT is being very negative in class. |
| Scenario # 16 – BT feels she doesn’t need mentoring. Everyone has told her that she is doing a great job. |
| Scenario # 17 – BT is not moving ELLs forward in class. |
| Scenario # 18 – BT says she doesn’t understand why the majority of students are failing. |
| Scenario # 19 – You observe BT using too many verbal instructions. |
| Scenario # 20 – BT is allowing students to have “free” time in the last 10 minutes of each class. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Collaborative Assessment Log** | **Seating Chart**  **Formative Assessment Tool Strategy Sort** | **Veteran Teacher Observation** | **Analyzing Student Work** |
| **Content, strategies, and Alignment\*** | **Selective Scripting** | **Lesson Plan Tool** | **Journaling** |

\*No longer taught at the new Professional Learning Series Mentor trainings.